

January 22, 2002

Social Studies Year One Support Seminar III

Using a Variety of Instructional Materials and Assessment

Tentative Schedule

Objectives

- 1) BT's will review and reinforce the key elements of Standards Based Teaching, Inquiry Based Learning, Indiana Professional Standards and Learning Environment.
- 2) BT's will be introduced to a wide variety of instructional materials and discuss how they can be used to enhance or replace textbook instruction.
- 3) BT's will brainstorm ideas for performance based assessment and design rubrics for their evaluation.

RECONNECTING—30minutes

10min Reconnect by sharing one standard-based lesson that each BT has taught since we last met.

10min Share results of Action Research assignments. What did you learn from the data? Did it provide you with insight into your teaching style?

10min Opener: Review of major concepts that have been covered.

Each BT will have one of the following terms taped to his/her back.

- Standards Based Teaching
- Beginning Teacher Portfolio
- Social Studies Professional Standards
- Inquiry Based Lesson
- Learning Environment
- Methods of Assessment

Each BT will go around to the other BT's and stick a post-it note with a word or phrase that defines the word on that BT's back. After everyone has stuck a note on everyone else's back. The group reads the post-it note clues and we see if the BT can guess the concept that is taped to their back.

USING A VARIETY OF MATERIALS—60minutes

50min Sharing a wide variety of instructional materials

Each BT is to bring 3 instructional materials and share how they incorporate them into a standards based lesson. Each BT will have approximately 10 minutes to share their materials and how they are used.

10min Read *A Children's Story* by James Clavell discuss how this might be incorporated into a Social Studies Classroom.

BREAK—5minutes

Model Lesson—20minutes

20min Model a Mini-Standards Based Lesson using a Variety of Materials

Present a mini lesson on immigration that involves poetry, political cartoons, graphs, and primary sources.

ASSESSMENT—50minutes

- 5min Brainstorm in pairs on the variety of assessments that can be used.
- 10min Share these paired brainstorm results with the group. Discuss the merits of performance-based assessment over traditional assessment methods.
- 5min Read and discuss handout on performance-based assessment.
- 15min Divide into groups of two. Each group is to pick one of the assessment methods that we brainstormed and design a rubric for assessing it.
- 10min Share results
- 5min Pass out samples of professional done rubrics to use as models. Discuss.

HOMEWORK—5minutes

- Videotape yourself one time before the next session and bring the reflection you write after watching the video. You do not have to bring the video. Choose a discussion lesson.
- Try one of the performance based assessments we brainstormed and report back on how it went.
- Try one inquiry based lesson using a wide variety of materials and report back.

REFLECTION—10minutes

- 10min Reflection and Evaluation form (I learned, I will use, I liked, Suggestions)